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ABSTRACT

Prepared to assist the distributive education work coordinator in using the Standard Training Plan (STP) for the cooperative program work assignments of students, this manual describes the development of the STP, provides instructions for its use, and discusses some specific problem areas. The author takes the approach that what is needed is a basic listing of areas most common to most distributive jobs, and a basic task listing common to each of these areas, with plenty of space provided for adding or deleting items, depending on the nature of the actual job under consideration. It is emphasized that with added input of the coordinator, the student, and the employer, the STP provided here should develop into an individualized plan consonant with the school program, the student's career objective, and the needs of the employer. Exhibits include (1) a complete reproducible set of STP parts which include a cover sheet, major work category sheets, and training plan sheet with job description; (2) copies of the 12 major work category sheets (Company Policies, Selling, Cash Register Operation, Other Sales Transactions, Product/Service Technology, Stockkeeping and Inventory, Reports and Records, Receiving and Checking, Marking, Display and Advertising, Other Specific Job Duties, and Career Development), each with task description lists and space for recording date and place of task completion; and (3) sheets containing job descriptions for 12 of the most commonly encountered jobs in distributive education. A bibliography is also included. (Author/RG)

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A STANDARD TRAINING PLAN

FOR

DISTRIBUTIVE EDUCATION

COOPERATIVE WORK PROGRAMS

(Revised Spring, 1976)

VT-103-216

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

For the past twelve years, I have been involved with distributive education, both as a teacher/coordinator, and as a teacher educator. Since 1970, I have tried to work out a simple approach to the problem of training plans --- how to develop them, how to use them --- most important, how to get teacher/coordinators in the field to use them. This manual has grown from that concern.

A Standard Training Plan is by no means a piece of scholarly research. It wasn't meant to be. Although I do refer to the work of others in this area, for the most part what is included here is my own work, and the work of Distributive Education majors at Trenton State College.

The manual is designed to be used. Remove pages, copy them, draw lines through things, and otherwise adapt what's here to your own situation. But USE it.

I sincerely hope that publication of A Standard Training Plan will encourage more working teacher/coordinators to use the training plan approach in their cooperative work programs.

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June, 1976

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JBR

June, 1976

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SECTION I. INTRODUCTION

The purpose of this manual is to help distributive education teacher/coordinators to develop and use training plans in their cooperative work programs.

Training plans are like the weather --- everybody talks about them, but woefully few coordinators seem to do anything about them. There are reasons for this --- the cooperative work program already suffers from too many forms; the effective coordinator is a very busy person, with little time to spare for job and task analysis; typically, DE coordinators face 20 to 50 different jobs each year, needing 20 to 50 different training plans; employers are not anxious to commit themselves to absorbing and implementing detailed plans; students have fuzzy or non-existent career objectives; etc.

And yet, the training plan, properly used, can be one of the most effective tools in the coordinator's possession. Aside from the fact that it is required by most state plans, and is specifically included in the evaluative criteria published by the National Study of Secondary School Evaluation, the training plan can help the coordinator accomplish the following:

* Make on-the-job experiences more systemized and relevant

* Individualize instruction

* Involve employers in the educational process

* Involve students in self-directed activities

* Help sell the distributive education program to employers as a true training program, not just a part-time work-study program

* Provide a basis for the collection, organization, and utilization of supplemental materials

* Help students develop and sharpen skills necessary for advancement toward their career objectives

This manual should help the teacher/coordinator to achieve these worthwhile goals. In Section II, the development of the Standard Training Plan (STP) is described; in Section III, use of the STP is discussed; Section IV deals with some specific problems concerning training plans encountered by the author; Section V discusses briefly the use of the STP in the new DECA Competitive Event Reorganization program (CER).

The Exhibits include a complete reproducable set of STP parts, a listing of twelve commonly encountered job descriptions from the Dictionary of Occupational Titles (DOT), and additional blank forms for reproduction.

SECTION II. DEVELOPMENT OF THE STANDARD TRAINING PLAN

General Comments

Training plans aren't hard to write --- they just seem that way. The traditional vocational job analyst will insist that a detailed job and task analysis be performed, that workers and supervisors be interviewed and observed, and that, all in all, about 40 working hours be devoted to each training plan. Presumably, the DE coordinator does this on weekends. Once this training plan is completed, it can be used throughout the training period as a basis for group as well as individual instruction in a situation where all the students in the class want to be carpenters, auto-body repairmen, or what have you.

The distributive educator faces no such standardized situation. In the first place, out of 20 students, the coordinator is usually confronted with from 10 to 20 different career objectives. Secondly, if two students are sales clerks in two different stores, the duties of one are not normally exactly the duties of the other. Something more flexible than the traditional industrial training plan is needed. Compounding this problem is the fact that formal job descriptions are not nearly as prevalent in the area of distribution as they are in more routinized occupations.

Recognizing these factors, this manual takes the approach that what is needed is a basic listing of areas common to most distributive jobs, and a basic task listing common to each of these areas, with plenty of space provided for adding or deleting items, depending on the nature of the actual job under consideration. With the added input of the coordinator, the student, and the employer, the Standard Training Plan provided here should develop into an

individualized plan consonant with the school program, the student's career objective, and the needs of the employer.

Methods Used

The method used to produce the STP described here was eclectic. Senior Distributive Education majors at Trenton State College, working in a Directed Work Experience Seminar, prepared job descriptions, task listing sheets, task detailing sheets and detailed training plans for over 30 distributive jobs which they had held or were presently employed in. These training plans were analyzed, and a listing of major work categories was developed. The work categories seemed to be common to most distributive occupations, and also seemed to be exclusive of one another. A further requirement was that the common tasks pertinent to each category be few enough in number to fit on less than one page, so that tasks could be included or omitted from an individualized training plan with ease, and so that whole categories could be included or omitted as necessary.

The major work categories developed in this manner were:

1. Company policies
2. Selling
3. Cash register operation
4. Other sales transactions
5. Product/service technology
6. Stockkeeping and inventory
7. Reports and records
8. Receiving and checking
9. Marking
10. Display and advertising
11. Other specific job duties
12. Career development

Each of these will be discussed more fully in Section III. Every effort was made to pare this list to a minimum, to avoid an excessively lengthy training plan. The above list seems to be the irreducible minimum.

Also consulted at this stage were various textbooks and manuals used in distributive education classrooms, studies such as A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, and the Dictionary of Occupational Titles (DOT). It was decided to use the job titles and job descriptions appearing in the DOT for ease of reference and to provide a common basis for training plan development. Another key reference was the US Office of Education's Vocational Education and Occupations, which lists occupational titles from the DOT of interest to distributive educators.

The author feels that a cooperative work training plan has a two-fold purpose: to guide the student toward mastery of the tasks involved in his cooperative work job; and to guide the student toward advanced skills related to his ultimate career objective. Thus, a training plan should include a job description and task listing sheet based on the job held, and additional tasks and knowledges based on the student's career objective. The STP provides for both of these purposes.

The finalized STP format presented here was developed over the three-year period that the author worked with college teacher-trainees, and an additional two years of feedback from coordinators in the field using the STP. The plan is designed to be simple, flexible, practical, and above all, usable.

Limitations

Neither the Major Work Categories nor the tasks listed under each were developed through some rigorous task analysis procedure or survey methodology. If anything, they have "eyeball validity." The literature on training plans, sparse as it is, was not searched in detail, as might be the case in a more scholarly piece of work. This manual is not a product of formal research --- it is a product of experience and common sense.

A more rigorous approach might be taken, based, for instance, on the Crawford study cited earlier. Extensive task lists might be circulated among a representative group of coordinators, checked by students and employers, and returned for collation. Those tasks most frequently performed would then be included under the Major Work Categories. Whether this approach would produce task lists radically different from the ones included here remains to be seen. Obviously, a study of that magnitude was felt to be well beyond the scope of this project.

There is an obvious retailing bias to the tasks presented in the STP. Despite the current emphasis on a broader definition of distribution, and on the teaching of management skills (at the cost of entry-level skills), most cooperative work jobs remain in retailing, and most of the skills employers are looking for in teen-age employees are entry-level skills. The coordinator who is able to teach the basic skills listed in the STP, and who has time left over after this, can certainly add advanced distributive or management-level skills and knowledge in the last two Major Work Categories --- Other Specific Job Duties and Career Development.

The author offers the STP as a practical approach to the problems presented by the need for training plans --- an approach to be tried, modified, and tried again by coordinators in the field.

SECTION III. HOW TO USE THE STANDARD TRAINING PLAN

Developing the Individual Training Plan

Training plans should be individualized for each student and for each job. Two basic approaches can be used, either separately or in combination, to produce a working training plan.

Using the STP presented here:

1. Have the student write his own job description and prepare a task listing sheet. Compare this to the STP, lining out tasks not performed and adding tasks not listed in the STP. Eliminate those Major Work Categories that do not apply to the student's job.

2. In conference with the training sponsor or employer, go over the STP, deleting and adding as described above.

3. Combine approaches 1. and 2.

Actually, no training plan should be considered a finished product. The student, his employer, and the coordinator should continuously oversee and update the plan as the student progresses.

Completing the Cover Sheet - Exhibit A

The Cover Sheet is fairly self-explanatory (see Exhibit A). It is recommended that DOT job titles and job descriptions be used for standardization, and so that developed training plans can be reused if possible. Exhibit C presents 12 commonly encountered job descriptions, and a listing of 38 more job titles, which ought to cover most of the jobs encountered in the distributive education program. For additional job descriptions, it would be wise to consult the current DOT

Spaces for the DOT code and the US Office of Education code are included. Many states require reporting by these codes. USOE codes are not included in the Exhibit C Cover Sheets, since they are not directly related to the DOT codes.

The job descriptions shown in Exhibit C are from the DOT. When individualizing the STP, the coordinator should line out those parts of the DOT job description that do not apply, and add at the bottom additional duties that do apply.

While interviewing the employer or training sponsor, the appropriate Major Work Categories should be checked off. Include only those sheets checked when assembling the finished training

plan. All training plans should include Category 1 - Company Policies, and Category 12 - Career Development. If additional Major Work Categories are necessary, they can be written in underneath the twelve categories preprinted on the form.

Completing the Major Work Categories - Exhibit B

A separate sheet is provided for each of the 12 Major Work Categories (see Exhibits B 1 through B 12).

Since a 12-page training plan would probably defeat its own purpose, it is recommended that Category 11 - Other Specific Job Duties, be used whenever only one or two items from another category apply. Just copy the task(s) onto the Category 11 sheet, and eliminate the other sheet. In this manner, most training plans can be limited to five or six sheets, plus the cover sheet.

Space is also provided on each sheet for additional tasks in that area. To keep things organized, tasks unrelated to a particular area should appear in Category 11, not spread throughout the other categories. The coordinator may have to make up a whole new category for a unique job. Blank Learning Experience Sheets are included in Exhibit D for this purpose.

Columns appear on the right for both on-the-job and in-school experiences. Almost every task will be learned on-the-job, and a check should so indicate, but it reassures the employer to know that his efforts are backed up by practical classroom instruction. The coordinator should check off those items he will be covering in class as he develops the training plan with the employer. When the student demonstrates mastery of a given task, it can be dated and initialled in the appropriate column.

Category 1 - Company Policies

This category, along with Category 12 - Career Development, should be included in every training plan, since all work stations have policies which students must learn. Most of these are "knowing" items, as opposed to "doing" items, or skills. The other major categories include primarily skill items, since the ability to do something subsumes the knowledge necessary to do it.

Category 2 - Selling

This category should be included in any training plan where the student sells direct to customers. Sizing, fitting and measurement items can be lined out if not applicable, and additional duties can be added --- but check Category 4 - Other Sales Transactions, first.

Category 3 - Cash Register Operation

This category should be used whenever the student must operate a cash register as part of his duties. Combined with Category 4 - Other Sales Transactions, it substantially covers the jobs of Cashier and Cashier-Checker. The tasks listed are generalized, and can apply to any cash register.

Category 4 - Other Sales Transactions

This is a catch-all category for students who sell and/or operate a cash register. It could easily cover two or three pages, but only those tasks most commonly found have been included. Many of these tasks would be suitable for career development for students in entry-level jobs.

Category 5 - Product/Service Technology

This is another knowledge category, as opposed to a skill category. It would be impractical to produce a sheet for every type of product, and every class of knowledge about each product. Note the comment at the bottom of the page --- it details what the student should know about each product listed. The coordinator and employer (and student) list each product (e.g., men's shirts) on the form and the student goes to work. It would be wise to avoid brand names and stick to product classes when listing, but the form can be used either way.

Category 6 - Stockkeeping and Inventory

Most salespeople have some stockkeeping and inventory duties. If the student is responsible for just a few of these tasks, eliminate this page and write the tasks in Category 11 - Other Specific Job Duties. This category is mainly for the student whose major duties lie in this area, and whose job title would be Laborer, Stores, or Stock Clerk.

Category 7 - Reports and Records

As with the Product/Service Technology category, to list all possible reports and records the student might be responsible for is impractical. The employer and coordinator should prepare this list, using the work station's terminology. This category can be omitted from many training plans where the job has no, or just a few, reporting or recording requirements.

Category 8 - Receiving and Checking

This category is for the student employed by a warehouse, wholesaler, or in a receiving department. It can easily be omitted from the training plans of students not so employed. Special forms and procedures used at the training station should be listed in Category 7 - Reports and Records.

Category 9 - Marking

This category is included separately because many salespeople have these responsibilities, as do stock clerks and receiving clerks, but not all do. Thus the category can be either included or omitted, depending upon the job requirements.

Category 10 - Display and Advertising

Despite the popularity of these two topics in the distributive education classroom, relatively few cooperative work students ever are required to perform tasks in these areas, particularly in advertising. This category may supplement Category 12 - Career Development, for this reason. It may also encourage the employer to allow the student holding an entry-level job to perform in advanced areas.

Category 11 - Other Specific Job Duties

Obviously, the preceding ten categories do not provide a comprehensive listing of all tasks performed by all cooperative work students in distributive education. For instance, an Automobile Service Station Attendant's duties are sketchily covered. This category is included so the employer and coordinator can add items not elsewhere covered. In some very special cases, when the training plan must be made from scratch, duplicates of this sheet would be added to Categories 1 and 12 to make up the entire plan.

Category 12 - Career Development

This category is the most important, and most overlooked, in any training plan. Listing items here requires the imagination of the student, the employer and the coordinator. In many cases, the job held is only marginally related to the student's ultimate career objective (e.g., advertising, real estate sales). All parties must be on the lookout for those tasks performed at the work station, but not in the student's regular job, which can help move him toward his ultimate goal. This category, along with Category 1, should be a part of every training plan.

Distribution

Once the training plan is developed, copies should be provided the employer and the student. The coordinator should also keep a copy. Sometimes it is a good idea to provide parents with a copy, too. Their support is often helpful in getting problem students through the program.

In a well-run program, Training Agreements, Student Agreements and Student Evaluation forms are used. Sometimes coordinators pass out copies of their courses of study, a handbook for employers, and other materials. In these cases, it is probably wise to provide the employer with a folder to keep the materials in, with the student's name and the name of the school and program prominently displayed. Materials should probably be introduced into this folder gradually --- nothing discourages a busy employer more than a thick sheaf of papers to wade through all at once.

Follow Up

A training plan that no one looks at is worse than useless. It is an unfulfilled promise. Plans should be reviewed with the student periodically in class, and the coordinator should be seeking to update and add to the plan constantly.

On training station calls, the plan provides a basis for discussion of the student's progress, and an entree (sometimes) for added experiences and responsibilities. The coordinator should initial those items the student has mastered only when the employer (or training sponsor) agrees that he has attained that mastery. There is a side benefit to this --- very often the employer is brought to realize just how much his cooperative work student has progressed by going through the training plan. This helps sell the program.

Occasionally, a student fails to show progress, either because he himself is not motivated, or the employer is not showing the proper amount of interest. Going through the training plan often pinpoints areas where either the student or employer is falling down, and serves as a motivator for accomplishment.

Using Exhibit C - Commonly Encountered Job Descriptions

Writing a job description can be a stumbling block to preparing a training plan. Most employers in the field of distribution don't have them, particularly for their entry level jobs. Exhibit C is included to make the job easier for the coordinator.

Twelve commonly encountered job descriptions have been extracted from the DOT and preprinted on twelve Cover Sheets. These

are designed to be removed from the manual and copied. The descriptions are from the DOT, with some minor editing.

To cover other job descriptions, not here included, the coordinator is encouraged to refer to the DOT, which is probably available in the local guidance office, or at least at a nearby US Employment Service office.

In those rare instances when the employer does have written job descriptions, of course, the coordinator can merely copy the existing description into the space provided on a blank Cover Sheet.

SECTION IV. SPECIAL PROBLEMS CONCERNING TRAINING PLANS

Coordinators give many reasons for not using training plans. The STP is designed to help answer the major reasons --- no time, too much work, don't have the resources, etc. Several other objections have been heard at coordinator workshops and other gatherings where training plans have been discussed. They are presented (and answered, I hope) below.

"My employers don't want to be bothered."

Often a coordinator who has never tried training plans says, "My employers wouldn't accept anything like this --- they don't want to be bothered." If it is really true that an employer would reject a training plan, he would probably reject all the other forms used in coordination, too, and his training role as well. The cooperative work student is thus reduced to a part-time employee only, and this obviously is not the best training station in the world to have. A conscientious coordinator would not accept it.

But training plans are like any other product or service --- they can be sold. The benefits are already listed in Section I. The tactics are simple --- introduce the STP to the Advisory Committee, going over the benefits and also mentioning the State and National guidelines referred to in Section I. Consider changing the plan in accordance with their comments. Once they approve it, type on the master Cover Sheet, "Approved by the DE Advisory Committee, John Jones, President." Now when the employer is presented with the plan, he can be told that the Advisory Committee has made it part of the program.

There is another way, somewhat more devious and a little less effective. If an employer rejects the training plan, do not

let him have a copy. Let the student, using his own copy, take the initiative to master the tasks listed. Bring your copy to all training station visits, use it as a basis for discussion, and keep track of student progress with it, but only let the employer look at it --- don't let him keep a copy. After several visits, the employer may ask for a copy, which solves the problem.

Most employers want to do right by their cooperative work students, but they need guidance and support. The coordinator should provide these, and training plans are an excellent way to help.

"I have a student who wants to be a dress designer, and the Standard Training Plan is no help at all."

In every distributive education class, there is at least one unique career objective, one that the coordinator has never worked with before. Career objectives change, but training stations do not. The student with the unique career objective is probably going to have a very un-unique cooperative job. The key is found in Section 12 - Career Development, and the answer to this problem is in the discussion of Exhibit B 12 on Page 8. The STP's first eleven sections can cover the job, and Section 12 can include tasks and experiences consonant with the unique career objective.

"My students don't have career objectives."

It is not unusual for teenagers to lack career goals, or to change goals frequently. Perhaps coordinators should accept this as natural --- late adolescence is a time for exploring. But people don't explore very well if they don't know what they're looking for. Baseball would not be a very interesting game without a home plate, and vocational or career education is not very interesting without a career objective.

If a student cannot express a career objective, then the coordinator should settle for an exploratory objective. Rather than, "Buyer in a department store," accept, "Exploration of department store sales or management." Unless or until the majority of school systems adopt the career education approach to curriculum construction, with exploration in the middle school years, coordinators will continue to encounter students who don't know enough about the world of work to make an informed career choice. An exploratory goal is the most logical answer.

Accepting no goal at all is foolish. How will the student ever achieve any feeling of accomplishment? This is one area where the coordinator should not compromise. Once an objective is stated, the STP becomes a road map for attaining that objective, and should be so presented.

"I gave my employer a training plan, and he filed it away and never looked at it."

Busy employers often file things away --- things the coordinator considers crucial to his program. The suggestions given in Section III, under Follow Up, should answer this problem. By giving the employer a folder, the coordinator at least knows where the employer's copy is. By using his own copy as a basis for discussion, the coordinator subtly indicates the importance of the plan. Often it helps to persuade the employer to give the folder to the student's training sponsor, the actual on-the-job supervisor.

This discussion by no means exhausts the list of possible objections to training plans. The majority of objections center inside the head of the coordinator. Once he sees the value of the training plan approach to his program, and more importantly, to the development of his students, outside objections will tend to melt away.

SECTION V. USING THE STP IN DECA'S COMPETITIVE EVENT REORGANIZATION PROGRAM (CER)

Can the STP be adapted to DECA's Competitive Event Reorganization Program (CER)? The answer is a qualified "Yes." The qualifications arise from the nature of CER as it now stands, as compared to the STP in its present form.

CER is presently in the developmental stage --- it will change, perhaps in form, certainly in content, as time passes. Basically, both CER and the STP are competency-based. The CER competency lists available at the time of this revision (Petroleum, Food Marketing, Food Service, and Apparel and Accessories) have been examined closely, and a few competencies have been added to the STP. Many were already in the STP, in one form or another.

Many competencies listed in the original CER publication are actually attitudinal statements --- the STP focusses on skills and knowledge, and includes no attitudinal statements. Other CER competencies are stated at a much higher level of generalization than in the STP. For instance, under Mathematics in the CER, the competency, "Skill in making change and using the cash register," appears. In the STP, there are twelve separate tasks relative to this statement

Probably the main difficulty in using the STP to prepare a student for participation in CER stems from the differences in

organization between the two. The twelve Major Work Categories of the STP and the ten instructional categories in CER do not match up completely, as can be seen below:

Major Work Categories (STP)	Instructional Categories (CER)
Company Policies	(Operations) (Management)
Selling	Selling
Cash Register Operation	Selling (Mathematics)
Other Sales Transactions	Selling (Management) (Operations)
Product/Service Technology	Product/Service Technology
Stockkeeping and Inventory	(Merchandising) (Operations)
Reports and Records	(Merchandising) (Operations)
Receiving and Checking	(Merchandising) (Operations)
Marking	(Merchandising) (Operations)
Display and Advertising	Advertising Display
Other Specific Duties	
Career Development	

Communications and Human Relations (and most Mathematics), CER instructional categories, are not directly represented by any tasks listed in the STP.

There is certainly overlap, and coordinators can use the STP to help prepare students for CER. Probably even more important is the fact that they can use the CER competency lists to add to tasks in the STP, particularly under "Other Specific Duties," and "Career Development."

CER will certainly continue to develop and change over the next several years. When it reaches some fairly permanent form, it may be useful to develop training plans based on its listed

competencies. In its present stage of development, however, the best approach to take to marrying CER with the STP (or any training plan approach) is to use the training plan itself as described, provide the student with his own list of CER competencies (early in the year), and let him coordinate the two.

In general, it is safe to say that a student in a cooperative job with a training plan (given also the other necessary ingredients of an effective cooperative work program) will do better in CER-type competitive events than a student without a training plan.

SECTION VI. CONCLUSION

Use of this manual and the proposed Standard Training Plan should simplify the otherwise forbidding task of composing 15 or 20 (or more) different training plans each year, and reduce this task to a "do-able" job. The benefits --- to students, to employers, to cooperative work programs --- of using training plans cannot be overstated. Training plans work.

I sincerely hope that you, the coordinator in the field, will capitalize on the work presented here, develop individualized training plans for your students, and realize the benefits to your program that will result.

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EXHIBIT A

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: _____ DOT Code: _____

Job Description:

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT B

MAJOR WORK CATEGORY SHEETS

Exhibits B 1 through B 12 are the Major Work Categories and task listing sheets developed for the STP. A brief explanatory note on each category is included in Section III. These sheets are meant to be removed from this manual and used as masters to reproduce a supply sufficient to the coordinator's needs. The coordinator can number the pages of the completed training plan for each of his students for control purposes.

EXHIBIT B 1

1. COMPANY POLICIES	Training Station			Classroom		
		Date	Init.		Date	Init.
File working papers						
Know work schedule						
Know dress regulations						
Operate time clock						
Know wage policy						
Know pay procedure						
Know commission policy						
Know employee discount policy						
Know anti-shoplifting procedure						
Know merchandise security practices						
Know store organization						
Know store hours						
Know absence and lateness procedures						
Know safety procedures						
Know fire regulations and procedures						
Know telephone procedures						
Other company policies (list)						

EXHIBIT B 2

2. SELLING	Training Station			Classroom		
		Date	Init.		Date	Init.
Use merchandise approach						
Use service approach						
Use greeting approach						
Determine customer's needs						
Determine size						
Assist in fitting						
Take measurements						
Demonstrate merchandise						
Use selling points						
Handle objections						
Use closing techniques						
Use substitution selling techniques						
Use suggestion selling (add-on) techniques						
Use trading-up techniques						
Use multiple selling techniques						
Take telephone orders						
Maintain customer file						
Other selling duties (list)						

EXHIBIT B 3

3. CASH REGISTER OPERATION	Training Station			Classroom		
		Date	Init.		Date	Init.
Open register						
Change tapes						
Ring sales						
Operate special keys						
Make change						
Close out register						
Use "no sale" key						
Record overrings						
Record underrings						
Record overage						
Record shortage						
Follow cash turn-in procedure						
Compute sales tax						
Other cash register procedures (list)						

EXHIBIT B 4

4. OTHER SALES TRANSACTIONS	Training Station			Classroom		
		Date	Init.		Date	Init.
Handle credit card sale						
Operate charge plate stamper						
Obtain credit authorization						
Handle company charge account sale						
Write sales slip						
Keep sales book						
Write want slip						
Issue trading stamps						
Redeem trading stamps						
Redeem food stamps						
Handle refund						
Handle replacement						
Handle layaway sale						
Handle gift certificate						
Handle credit memorandum						
Know delivery policy						
Wrap/bag merchandise						
Gift wrap merchandise						
Handle check payment						
Other sales transactions						

EXHIBIT B 5

5. PRODUCT/SERVICE TECHNOLOGY (List products or services by type, not brand name)	Training Station			Classroom		
		Date	Init.		Date	Init.
Student will know: brand names, quality, styles, uses, quantity computations, prices, sizes, measurements, alterations, color and color combinations, care and maintenance, etc., about each product type listed.						

EXHIBIT B 6

6. STOCKKEEPING AND INVENTORY	Training Station			Classroom		
		Date	Init.		Date	Init.
Clean floors						
Clean counters						
Clean glass						
Clean and dust merchandise						
Arrange merchandise						
Repackage merchandise						
Fill in stock						
Rotate stock						
Put out new merchandise						
Requisition from stock room						
Reorder merchandise						
Take physical inventory						
Compute perpetual inventory						
Handle inter- and intra-store transfers						
Other stockkeeping/inventory duties (list)						

EXHIBIT B 7

7. REPORTS AND RECORDS (List all reports and records by company name)	Training Station			Classroom		
		Date	Init.		Date	Init.
Student will know how to complete all reports and records listed.						

EXHIBIT B 8

8. RECEIVING AND CHECKING	Training Station			Classroom		
		Date	Init.		Date	Init.
Check shipments against bill of lading						
Check shipments against invoice						
Conduct blind check						
Inspect incoming merchandise						
Store incoming merchandise in stockroom(s)						
Fill orders from stock						
Deliver orders from stock						
Operate hand truck						
Operate conveyor system						
Operate freight elevator						
Other receiving/checking duties (list)						

EXHIBIT B 9

9. MARKING	Training Station			Classroom		
		Date	Init.		Date	Init.
Prepare price tickets						
Know cost code						
Know seasonal code						
Know vendor code						
Compute markups						
Compute markdowns						
Prepare string tickets						
Prepare pressure tickets						
Prepare pin tickets						
Operate pin machine						
Operate string ticket machine						
Operate pressure ticket machine						
Operate hand stamper						
Other marking duties (list)						

EXHIBIT B 10

10. DISPLAY AND ADVERTISING	Training Station			Classroom		
		Date	Init.		Date	Init.
Select appropriate merchandise for display						
Set up counter display						
Set up shelf display						
Set up mass display						
Set up shadow box display						
Set up window display						
Use T stands, other displayers						
Rig forms, mannequins						
Set up manufacturer's displays						
Assemple merchandise for display						
Maintain rack display						
Write copy for point-of-sale cards						
Print display cards						
Requisition display cards						
Write advertising headlines						
Write advertising copy						
Prepare advertising layouts						
Proofread advertising proofs						
Other display and advertising duties (list)						

EXHIBIT B 11

11. OTHER SPECIFIC JOB DUTIES	Training Station			Classroom		
		Date	Init.		Date	Init.
Student will learn how to perform each of the above-listed duties specific to his cooperative work job.						

EXHIBIT B 12

12. CAREER DEVELOPMENT	Training Station			Classroom		
		Date	Init.		Date	Init.
Know company promotion policy						
Know company training opportunities						
Other career development opportunities (list)						
Student will be given the opportunity to pursue the above listed topics						
leading to advancement toward his chosen career objective.						

EXHIBIT C

COMMONLY ENCOUNTERED JOB DESCRIPTIONS

Included here are twelve of the most commonly encountered job descriptions in distributive education, preprinted on Cover Sheets. These sheets are meant to be removed and reproduced as needed by the coordinator.

The job descriptions presented here are:

EXHIBIT C 1 AUTOMOBILE-SERVICE STATION ATTENDANT

EXHIBIT C 2 CASHIER II

EXHIBIT C 3 CASHIER-CHECKER

EXHIBIT C 4 FOUNTAIN MAN (FOUNTAIN GIRL)

EXHIBIT C 5 LABORER, STORES

EXHIBIT C 6 SALES CLERK

EXHIBIT C 7 SALESPERSON, GENERAL

EXHIBIT C 8 SALESPERSON, FOOD

EXHIBIT C 9 SALESPERSON, MEN'S AND BOYS' CLOTHING

EXHIBIT C 10 SALESPERSON, WOMEN'S GARMENTS

EXHIBIT C 11 STOCK CLERK

EXHIBIT C 12 WAITER, INFORMAL (WAITRESS)

Other job descriptions and DOT codes of interest to the distributive education coordinator are:

1. BAGGER (920.887)
2. BUYER, ASSISTANT (162.158)
3. CASHIER, COURTESY BOOTH (211.468)
4. DELIVERYMAN (919.883)
5. DESK CLERK (211.468)
6. DISPLAY MAN (298.081)
7. FASHION COORDINATOR (185.158)
8. HOSTESS, RESTAURANT OR COFFEE SHOP (310.868)
9. HOTEL CLERK (242.368)
10. RECREATION-FACILITY ATTENDANT (341.368)
11. SALES ATTENDANT (290.468)

12. SALES-CHECK WRITER (243.468)
13. SALESMAN-DRIVER (292.358)
14. SALESPERSON, AUTOMOBILE ACCESSORIES (280.458)
15. SALESPERSON, BOOKS (289.358)
16. SALESPERSON, COSMETICS AND TOILETRIES (266.358)
17. SALESPERSON, CURTAIN AND DRAPERY (274.358)
18. SALESPERSON, FASHION ACCESSORIES (263.358)
19. SALESPERSON, FLOWERS (260.458)
20. SALESPERSON, FLYING SQUAD (289.458)
21. SALESPERSON, FURNITURE (274.358)
22. SALESPERSON, GENERAL HARDWARE (276.358)
23. SALESPERSON, HI-FI (278.258)
24. SALESPERSON, INFANTS' AND CHILDRENS' WEAR (263.458)
25. SALESPERSON, JEWELRY (283.358)
26. SALESPERSON, LAWN AND GARDEN EQUIPMENT AND SUPPLIES (277.358)
27. SALESPERSON, MENS' FURNISHINGS (263.358)
28. SALESPERSON, PARTS (289.358)
29. SALESPERSON, PETS AND PET SUPPLIES (289.358)
30. SALESPERSON, PHOTOGRAPHIC EQUIPMENT AND SUPPLIES (285.358)
31. SALESPERSON, SHOES (263.358)
32. SALESPERSON, SPORTING GOODS (286.358)
33. SALESPERSON, TELEVISION AND APPLIANCES (278.358)
34. SALESPERSON, YARD GOODS (263.458)
35. SERVICE-ESTABLISHMENT ATTENDANT (369.478)
36. STOCK GIRL, WOMENS' APPAREL (299.887)
37. TICKET SELLER (211.468)
38. YARDMAN (929.137)

EXHIBIT C 1

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: AUTOMOBILE-SERVICE STATION ATTENDANT DOT Code: 915.867

Job Description: Services automobiles, buses, and other automotive vehicles with fuel, lubricants, and accessories: Fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil. Replaces accessories, such as oil filter, air filter, windshield wiper blades and fan belt. Installs antifreeze and changes spark plugs. Repairs or replaces tires. Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 2

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: CASHIER II DOT Code: 211.468

Job Description: Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 3

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: CASHIER-CHECKER DOT Code: 299.468

Job Description: Itemizes and totals customer's purchases in self-service grocery or department store, using cash register: Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise, and issue trading stamps.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 4

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: FOUNTAIN MAN (FOUNTAIN GIRL) DOT Code: 319.878

Job Description: Prepares and serves soft drinks and ice-cream dishes, such as ice-cream sundaes, malted milks, sodas, and fruit ades, using memorized formulas and methods or following written directions. Cleans glasses, dishes, and fountain equipment and polishes metalwork on fountain. May prepare and serve sandwiches or other foods.

Major Work Categories (Check only those sheets included):

- ☐ 1. Company Policies
- ☐ 2. Selling
- ☐ 3. Cash Register Operation
- ☐ 4. Other Sales Transactions
- ☐ 5. Product/Service Technology
- ☐ 6. Stockkeeping and Inventory
- ☐ 7. Reports and Records
- ☐ 8. Receiving and Checking
- ☐ 9. Marking
- ☐ 10. Display and Advertising
- ☐ 11. Other Specific Job Duties
- ☐ 12. Career Development

EXHIBIT C 5

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: LABORER, STORES DOT Code: 922.887

Job Description: Performs any combination of the following tasks to receive, store, ship, and distribute materials, tools, equipment, and products within establishments as directed. Conveys materials and items from receiving or production areas to storage by hand or using truck. Sorts and hangs materials on racks or places items on shelves or in bins according to predetermined sequence, such as size, type, or product code, storing perishable goods in refrigerated rooms. Marks materials or containers with identifying information, using stencil or crayon. Opens bales, crates, and other containers, using handtools. Fills requisitions, work orders, or requests for materials, tools, or other stock items to workers by placing them on conveyor or truck. Loads materials or products onto skid, pallet, or truck, prepares and attaches shipping tags to load, and moves load to production department or loading platform, using handtruck or powered truck. Stows materials or products in motortrucks or railroad cars. Keeps record of materials or items received or distributed. Packs material for distribution within plant, weighing or counting them to insure conformance to company standards. Loads rolls of materials in machine holders. Arranges stock parts in specified sequence for assembly by other workers. Makes repairs to stock items, such as replacing worn or broken drill bits, sharpening knives, and removing rough edges with sandpaper. May be known according to specific task performed as COOLER MAN, ORDER FILLER, PRODUCE CLERK, TOOL CHASER.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 6

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: SALES CLERK DOT Code: 290.478

Job Description: Receives payment for merchandise, such as bakery goods, magazines, groceries, books, and tobacco selected by customer: Wraps or bags merchandise. Keeps shelves stocked with merchandise. May keep record of sales, prepare inventory of stock, or order merchandise.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 7

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: SALESPERSON, GENERAL DOT Code: 289.458

Job Description: Sells variety of commodities in sales establishments performing duties as described under SALESPERSON: (Displays, describes, and sells to individuals, merchandise . . . utilizing general knowledge of the characteristics, quality, and merit of items sold: Sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of article, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.)

Displays merchandise, describes selling features to customer, and advises customer in making selection by explaining use of particular article or suggesting other articles. Prepares sales slip and receives payment for article. Replenishes supply of merchandise on display. May demonstrate use of merchandise. May examine defective article returned by customer to determine if refund or replacement should be made. May estimate quantity of merchandise required to fill customer's need.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 8

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: SALESPERSON, FOOD DOT Code: 290.877

Job Description: Prepares and sells groceries, fruits and vegetables, dairy products, meat, fish, poultry, or prepared foods in food stores, such as delicatessen, grocery store, and meat or fish market: Sets up displays on counters, shelves, or in bins. Fills customer order, performing duties such as obtaining items from shelves, cleaning poultry, scaling and trimming fish, or slicing delicatessen meat or cheese, using slicing machine. Lists and adds prices, weighs items, such as produce, meat, and poultry, to determine price, and informs customer of total price of purchases. Receives money for purchase. Bags or wraps purchases for customers. May be designated according to type of food sold as FISHMAN, GROCERY CLERK, MEAT COUNTERMAN, PRODUCE MAN.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 9

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: SALESPERSON, MEN'S AND BOYS' CLOTHING DOT Code: 263.458

Job Description: Sells men's and boys' outer garments, such as suits, trousers, and coats, performing duties as described under SALESPERSON: (Displays, describes, and sells to individuals, merchandise . . . utilizing general knowledge of the characteristics, quality, and merit of items sold: Sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of articles, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.)

Advises customer of prevailing styles and suitability of garments. Answers questions relative to texture or design of garment. Selects standard-sized garments nearest to customer's measurements. May mark garment for alterations. May advise customer concerning attire for various social functions.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 10

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: SALESPERSON, WOMEN'S GARMENTS DOT Code: 263.458

Job Description: Sells women's clothing, such as coats, suits, formal gowns, and dresses, performing duties as described under SALESPERSON: (Displays, describes, and sells to individuals, merchandise . . . utilizing general knowledge of the characteristics, quality, and merit of items sold: Sells merchandise from sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling points of articles, such as quality, style, and utility Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.)

Advises customer as to current fashion and recommends style of garment to suit age and figure. Answers questions regarding weave, washability, durability, or color fastness of various fabrics. Suggests types of garments for all occasions. May make repairs or alterations.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 11

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: STOCK CLERK DOT Code: 223.387

Job Description: Receives, stores, and issues equipment, materials, supplies, merchandise, foodstuffs, or tools, and compiles stock records in the stockroom, warehouse, or storage yard. Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices. Examines stock to verify conformance to specifications. Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material. Fills orders or issues supplies from stock. Prepares periodic, special, or perpetual inventory of stock. Requisitions articles to fill incoming orders. Compiles reports of use of stock handling equipment, adjustments of inventory counts and stock records, spoilage of or damage to stock, location changes, and refusal of shipments. May mark identifying codes, figures, or letters on articles. May distribute stock among production workers, keeping records of material issued. May make adjustments or repairs to articles carried in stock. May determine methods of storage, identification, and stock location, considering temperature, humidity, height and weight limits, turnover, floor loading capacities, and required space. May cut stock to size to fill order.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT C 12

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: WAITER, INFORMAL (WAITRESS) DOT Code: 311.878

Job Description: Serves food to patrons at lunchrooms, and other eating establishments where food service is informal: Presents menu, answers questions, makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes clients to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to cashier. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

Major Work Categories (Check only those sheets included):

- [ ] 1. Company Policies
- [ ] 2. Selling
- [ ] 3. Cash Register Operation
- [ ] 4. Other Sales Transactions
- [ ] 5. Product/Service Technology
- [ ] 6. Stockkeeping and Inventory
- [ ] 7. Reports and Records
- [ ] 8. Receiving and Checking
- [ ] 9. Marking
- [ ] 10. Display and Advertising
- [ ] 11. Other Specific Job Duties
- [ ] 12. Career Development

EXHIBIT D 1

DISTRIBUTIVE EDUCATION
TRAINING PLAN

School: _____

Coordinator: _____ Phone: _____

Trainee: _____

Occupational Objective: _____

Training Station: _____ USOE Code: _____

Training Sponsor: _____ Date Begun: _____ Date Ended: _____

Job Title: _____ DOT Code: _____

Job Description:

Major Work Categories (Check only those sheets included):

- ☐ 1. Company Policies
- ☐ 2. Selling
- ☐ 3. Cash Register Operation
- ☐ 4. Other Sales Transactions
- ☐ 5. Product/Service Technology
- ☐ 6. Stockkeeping and Inventory
- ☐ 7. Reports and Records
- ☐ 8. Receiving and Checking
- ☐ 9. Marking
- ☐ 10. Display and Advertising
- ☐ 11. Other Specific Job Duties
- ☐ 12. Career Development

EXHIBIT D 2

	Training Station			Classroom		
		Date	Init.		Date	Init.

EXHIBIT D 3

	Training Station			Classroom		
		Date	Init.		Date	Init.

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